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The stated purposes of this Head Start project were to provide deprived children with experiences designed for cultural enrichment, to improve personal health, to encourage social and emotional growth, and to develop mental competencies. This report provides information on the various activities undertaken in the project, personnel preparation and selection, and the program evaluation. Recommendations are also given on methods to improve the program in following years. (DK)

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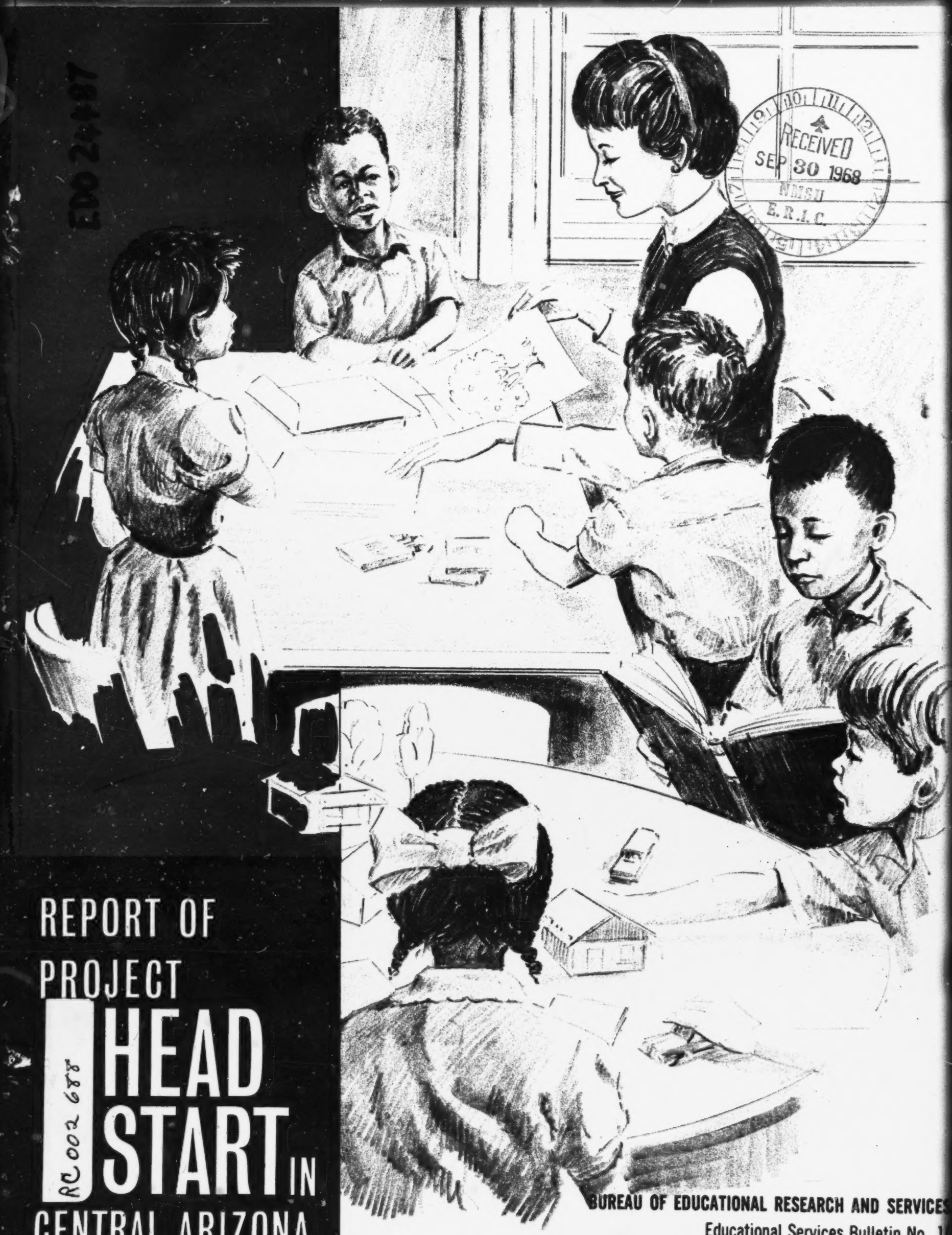

REPORT OF PROJECT HEAD START IN CENTRAL ARIZONA

RC002 688

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REPORT OF PROJECT HEAD START

IN CENTRAL ARIZONA - SUMMER, 1965

Educational Services Bulletin No. 16

Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

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REPORT OF PROJECT HEAD START

IN CENTRAL ARIZONA - SUMMER, 1965

Sponsored by
Arizona State University and
21 School Districts and Organizations
in Gila, Maricopa, and Pinal Counties

Operated Under Office of Economic Opportunity, Community Action Program
Grant No. 65-0540
Julius B. Richmond, M. D., Program Director

by

Cameron B. Olmsted and Melvin Zinser

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Foreword

The year, 1965, may well be regarded as a turning point toward a new focus on the worth and dignity of the individual. Most assuredly, there was great impact on the lives of children and youth - our greatest national resource. In particular, the redirection of major resources toward lifting the sights and toward enhancing the potential of children before entering the first year of formal education in public schools took place in what is now familiarly known as "Operation Headstart." Perhaps at no other time in our educational history and at no other introduction of a new program, has there been such an exciting and thrilling adventure. Universally approved and acclaimed, the program got off to a brilliant start throughout the nation, and its luster prevailed after the first stage was terminated.

It is fervently hoped by educators everywhere that 1965 saw only the beginning of a great and new means by which will be diminished the insecurities, the boredom, the heartaches and the feelings resulting from lack of belongingness, in the countenances of children everywhere. To this end, all efforts in the 1965 Headstart Program were dedicated. There is much room for optimism in the future with a new sense of dedication, our people must move forward, "with each new temple nobler than the last, reaching out until each individual is free from ignorance, prejudice, disease and poverty." In the words of President Johnson, "Let us continue!"

G. D. McGrath, Dean
College of Education

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PART I

THE HEAD START PROGRAM

I. PURPOSE AND GOALS

The purpose of Project Head Start is to provide opportunities for children living in poverty and cultural deprivation to improve personal health, encourage social and emotional growth, and develop mental competencies often found lacking in the deprived child. Although they differ greatly in their strengths and weaknesses and no set pattern is found in their behavior, deprived children in general have had neither the experiences, the medical care, nor the opportunities of children from better circumstances. Thus, the underprivileged child often enters school handicapped, unable to take advantage of the opportunities presented. To help overcome these handicaps the Head Start program was designed to:

to:

1. Improve the child's health

2. Help the child's emotional and social development by encouraging self-confidence, self-expression, self-discipline, and curiosity

3. Improve and expand the child's mental processes, aiming to expand ability to think, reason, and speak clearly

4. Help children to get wider and more varied experiences which will broaden their horizons, increase their ease of conversation and improve their understanding of the world in which they live.

5. Give the child frequent chances to succeed. Such chances may thus erase patterns of frustrations and failure and especially the fear of failure.

6. Increase the child's ability to get along with others

7. Develop in the child and his family a responsible attitude toward society and foster feelings of belonging to a community

8. Offer a chance for the child to meet and see teachers, policemen, health and welfare officers - all figures of authority - in situations which will bring respect and not fear

SOME SMILING, SOME SOLEMN, THE CHILDREN CAME TO CHILD DEVELOPMENT CENTERS FROM VARIED HOME BACKGROUNDS. THEY SOON LEARNED TO JOIN IN AND ENJOY GROUP ACTIVITIES. THE HOUSING SHOWN IS TYPICAL FOR MANY OF THE HEAD START ATTENDERS.

9. Give the child a chance to meet with older children, teenagers and adults who will serve as "models" in manners, behavior, and speech

10. Help the child and his family to a greater confidence, self-respect, and dignity.

II. ADMINISTRATION AND PERSONNEL TRAINING

Under Office of Economic Opportunity Grant 0540, Arizona State University was authorized to administer Project Head Start operations for 21 sponsoring school districts and organizations in three Arizona counties. There were fourteen sponsors in Maricopa County, six in Pinal, and one in Gila. Twenty-six Child Development Centers were operated by the 21 sponsoring agencies.

Sponsors were required by OEO regulations to conduct pre-kindergarten or pre-first grade classes for a minimum of three hours daily throughout a seven or eight week period. In the 21 districts daily time ranged from three to six hours.

Project Head Start 0540 was supported by approximately $261,000 in federal funds. Sponsors contributed facilities, supplies and volunteer labor valued at $45,000.

The federal funds were allocated to and resided with Arizona State University. Head Start employees were paid through the University, and invoices for supplies and other expenses, following approval by sponsoring officials, were forwarded to the University for payment.

Before conducting classes this summer, Head Start teachers in the local project attended an intensive six-day training program at Arizona State University. The teacher training program stressed special needs of the deprived child and focused attention on means of enriching his life.

Following this session, supervisors and teachers conducted a one-week

orientation and training program in their districts for teacher assistants and aids.

III. HEAD START STAFF

Sponsors were responsible for securing personnel to staff the Child Development Centers. Each of the 104 classes was staffed with a professional teacher. In addition there were 161 teacher assistants and neighborhood residents who served as classroom aides in the 21 projects. Large Head Start operations were usually under the direction of a paid supervisor. Many volunteer and Neighborhood Youth Corps workers rounded out the classroom staffs.

There was an average of one teaching staff member for every seven children, and some classrooms had four staff members for the 15 to 20 children in attendance.

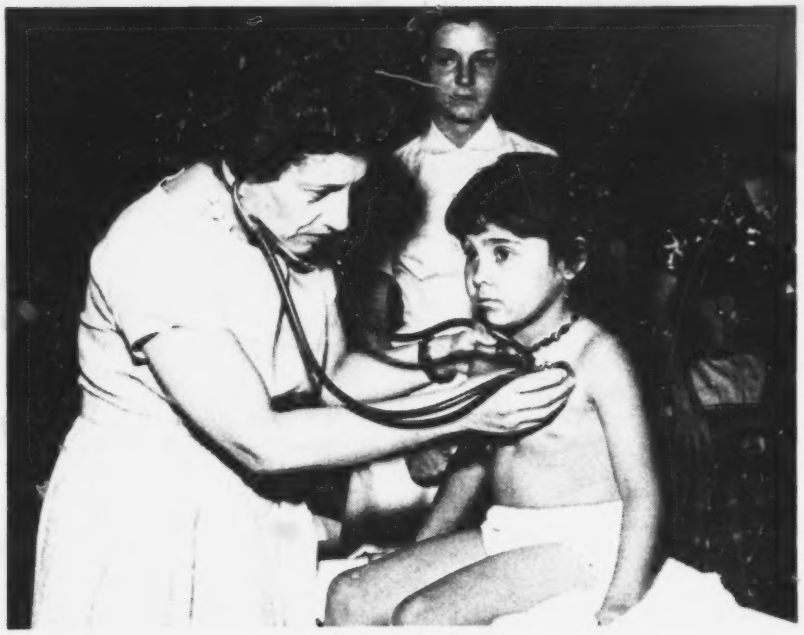
Supervisors were drawn from several capacities in their school districts. Superintendents, principals, supervisors, and teachers successfully coordinated the program.

Teachers usually worked at their home bases, although exceptions were found. The greatest proportion of teachers had training and experience in childhood development for ages six to eight and under. A few teachers from upper grades and several men teachers also taught the pre-schoolers.

Teacher assistants came primarily from the college undergraduate ranks with concentration in the areas of education, nursing, recreation, and music. Sections of the community from which the pupils came furnished the largest number of neighborhood residents.

Speech therapists, nutritionists, and psychologists served as consultants to the Child Development Centers. Some centers were served by full-time speech therapists, social workers, and counselors, but the availability of consultant service appeared to be greater in large school districts.

HEALTH AND NUTRITION WAS AN IMPORTANT PART OF THE HEAD START PROGRAM. EACH CHILD RECEIVED MEDICAL AND DENTAL EXAMINATIONS. HOT LUNCHES WERE SERVED IN MOST CENTERS, AND MANY HAD MORNING SNACKS IN ADDITION. SOME CHILDREN FOUND EATING WITH UTENSILS STRANGE AND HAD TO BE TAUGHT TO USE THEM.



IV. VOLUNTEER AND COMMUNITY SERVICES

All sections of the community - deprived, middle-income, and affluent-contributed volunteer workers. Parents and some grandparents, provided special talents and skills in art, music, drama, and story telling. Older brothers and sisters frequently attended with the younger children and thus bridged a wide gap in relationships.

Parents and other volunteers accompanied children on study trips, supervised playground activities, kept records and attendance, prepared teaching materials, made clothing, helped with medical examinations, served in the lunch rooms, provided toys and books, recruited and registered pupils, built and rearranged classroom equipment, told and read stories, explained the use of unfamiliar toys, held classes for the non-English speaking children, helped with clean-up chores, and acted as liaison between school and community. Two beauticians curled hair, manicured nails, and provided hair ribbons.

Among civic and service groups providing volunteers for Head Start were womens' clubs, the Migrant Opportunity Project, churches, and Parent-Teacher Associations. Individuals and business organizations contributed money, food, clothing, and materials.

Rug samples for napping and story time were donated. Children were invited to visit such business establishments as banks, farms, and airports. Movie theaters showed pictures at early hours, and children were permitted to swim in public pools in shirts and undies when they didn't own swimming suits.

V. THE CHILDREN

Nearly all of the 1,850 children were drawn from culturally and economically deprived families with annual incomes under $3,000. They came in large numbers from farm labor camps, decrepit wooden shacks, isolated adobe

huts, and city slum dwellings.

One girl visiting the Phoenix Zoo's exhibit of tarantulas, diamond backs, owls, and black widows, exclaimed: "I know those. We have all them things in our camp!"

Mexican-American children made up the largest group of Head Start attenders. Indian and Negro pupils the next largest.

There were children who never had held a picture book, who were frightened by the rush of water in a flush toilet, who were unfamiliar with eating utensils, napkins, the softness of a rug, and doors that closed. Many had never seen their image in a mirror.

Some children could not come to school until appropriate clothes were provided. A fatal shooting in the home kept one child away from school for only one day. A child with mild cerebral palsy and her sister seemed to be having fun in spite of "parents who were jailed after a drunken brawl." Among Head Start children were those whose small bodies had never felt the love pat of a mother who had the time or inclination for such a small, important gesture. There were children with hands rough as sandpaper, strangers to soap, nail files, or hand lotion.

To some centers came children with well-developed competencies - the readily doubled fist served well to get one's own way. Tears and whines served the same purpose for others early in the program. Children had various means of communication - the shrug of a shoulder, downcast eyes, or fluency in a native tongue. The child who went straightway to a playhouse, cradled a doll in a tiny bent arm, and hummed a tune had surely comforted a young brother or sister previously. There were children who were adept at securing for themselves treasures belonging to the entire class - clay, crayons, and magnets were deftly

PARENT INVOLVEMENT IS AN ESSENTIAL PART OF PROJECT HEAD START. "TASTING PARTIES" FOR PARENTS INCLUDED DEMONSTRATION COOKING USING SURPLUS FOOD COMMODITIES AND COOKING ECONOMIES. PARENTS SERVED AS HELPERS IN CAFETERIAS AND CLASSROOMS.

smuggled in pockets. Some children spontaneously responded to rhythms. Some had high interest in school. There were others whose curiosity knew no limits.

VI. HEAD START IN OPERATION

Emphasis during the program was placed on social and language development, emotional growth, hygiene, nutrition, medical examinations, and immunizations.

Medical and Psychological Services

Medical and psychological service was rendered by the Maricopa and Pinal County Health Departments, the United States Public Health Service (Indian children), Head Start staff nurses, staff and private psychologists, and in some instances ~~private~~ physicians and dentists.

Each child received a physical examination and was screened for dental, visual, and hearing defects. The extent and type of medical examinations varied from district to district depending upon the nature of medical service available. Psychologists and teachers identified those with emotional problems.

Disproportionate numbers of physical ills were uncovered. Twenty-five per cent of the children at one center needed glasses. Seventy-five per cent of the children at one school had dental caries. Twenty-two children from a group of 165 had hearing loss and were referred for further testing. Twenty-six children from a group of 195 seemed to have emotional problems serious enough to be referred to professional consultants. Seventeen from a group of 91 showed some pathology. Forty children from a group of 60 were referred to public or private agencies for remedial treatment or services. Forty-two children from a group of 70 had never owned or used a tooth brush. In centers where Mexican and Indian children predominated, a high percentage with low hemoglobin was reported.

Plans call for those children with physical and emotional problems not

already treated, to be referred to public and private agencies during their first year of school this fall. A copy of the OEO medical history and health forms prepared for each child will be sent to the child's school in the fall to provide needed information.

Of particular importance to the health of children is the desire for medical care acquired by some of the parents. One supervisor explained that this was the first time that parents had been helped to understand the importance of this service.

Nutrition

Hot lunches were served in most of the centers. Because many pupils came to school without breakfast, morning snacks were also provided. In one class, 14 out of 20 did not eat before coming to school.

Children were introduced to new foods by various means. One supervisor encouraged children to experience new tastes by having daily tasting times. On a typical morning he would say through the intercom: "Today our new taste will be cheese and crackers. This may be a new taste for some of you. Some of you may have had cheese and crackers to eat before. I hope you enjoy your snack. Now the teachers are ready to serve you." Other foods tried included pineapple and pineapple juice, cucumber pickles, popcorn, grapes, and tomatoes.

Teachers noted consistent gains in the children's weight, and a growing interest in a greater variety of foods.

Parents were instructed in preparing adequate and inexpensive meals. Some of the centers held "tasting" parties for parents. One school nurse reported: "At our first party we served ten different foods prepared with surplus commodities (available at no cost to most families represented). The second and third meetings covered short cuts in meal planning and budgeting the food dollar."

CLASSROOM ENVIRONMENTS PROVIDED NEW AND ENRICHING EXPERIENCES FOR THE CHILDREN.

Hygiene

Children learned cleanliness in a number of ways. Some children washed with their own personal cakes of soap when they came to school and before they ate each day. Teachers in one school showered and dressed boys and girls in fresh clothes each morning. Many children were given toothbrushes and taught how and why to use them. Full length mirrors were found in most classrooms. Some children were given combs and practiced grooming. One teacher provided wooden toothpicks for daily fingernail cleaning.

Activities, Methods, and Materials

The educational program included regular physical activities, guided emotional growth, planned social activities, opportunities for self-expression, habits of personal health, and adequate experiences in language use.

Language and concept development grew out of daily activities. Children interacted verbally in the informal atmosphere of the classroom. Stimulus was provided by playing at house and store, feeding pets, and making frequent trips to the zoo, city library, police and fire stations, airport, shopping centers, farms, and supermarkets. Language activities included listening and following directions, responding to thought questions, dramatizing stories and singing songs.

Special attention was given to the non-English speaking child. In some of the centers teachers or aides spoke the native language of the children, which hastened their vocabulary development. In one center a teacher taught five bilingual and five non-English speaking children in a special 20-minute class each day. She reported that "the children were taught to use their lips, teeth, and tongues in articulating English speech sounds."

A district that had heretofore segregated first graders who did not speak

English decided to integrate them this fall. "Those pupils," the supervisor said, "are as far advanced as they would normally be at the end of a semester."

Head Start children were encouraged in self-expression and aesthetic experiences. Almost without exception classrooms were well supplied with paints, clay, a variety of papers, chalk, crayons, paste, scissors, ribbons, buttons, and the like. Bulletin boards displayed the childrens' creations.

The pupils participated in rhythm activities, dramatic play, and listened to music. Some children constructed rhythm instruments.

Concepts were developed and vocabulary was extended as children sang songs, repeated nursery rhymes, learned names and told experiences. They counted cartons of milk, cookies, blocks, and pieces of paper. They compared sizes as they observed animals, plants, fruits and vegetables, and each other. They noticed likenesses and differences in objects - for instance the wheels on wagons and the wheels on tricycles. During cooking experiences, ingredients were carefully measured by tablespoon, cup, half-cup, pound, and quart. Concepts of round, square, triangle, liquid and solid, were developed. In one center the Indian tepee was used to "introduce" the triangle and the activity was broadened to include other geometric shapes.

Physical Development. Physical development was encouraged by wholesome food, attention to personal cleanliness, and by activity. The children played outdoors every day. This part of the program, however, did not appear as well planned and organized as others. In some centers the children had directed games, in others random activities were observed. Outdoor play equipment in shaded, grassy spaces was seen in some centers, although in a few centers there was no shade or children played on hard surfaces, running and falling on cement.

Lawn sprinklers or plastic wading pools were used for water play. The reports of teachers indicate that the children liked the outdoor activities

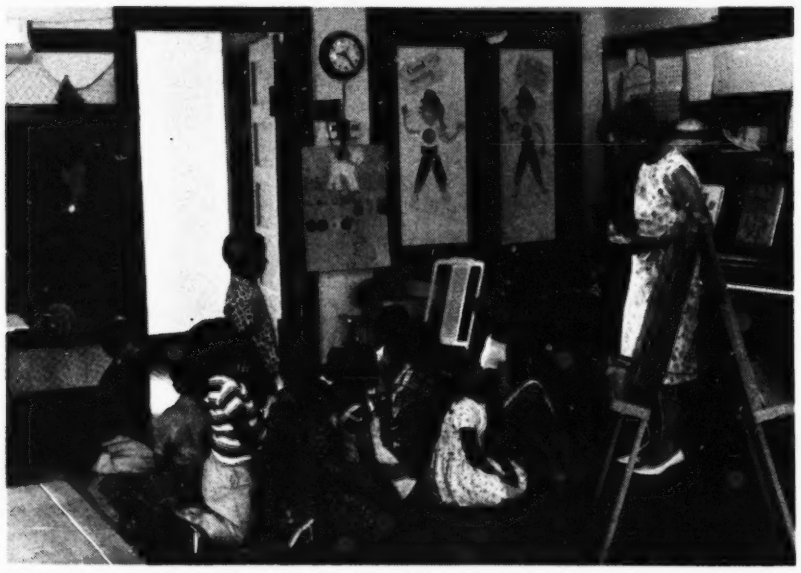
LANGUAGE AND CONCEPT DEVELOPMENT GREW OUT OF DAILY ACTIVITIES. STIMULUS WAS PROVIDED BY SPECIAL EVENTS SUCH AS CIRCUSES, CLOWN SHOWS, PARADES AND PARTIES; AND FIELD TRIPS TO THE AIRPORT, BANK, FIRE AND POLICE STATIONS, SHOPPING CENTER, FARM, AND SUPERMARKET.

regardless of physical conditions.

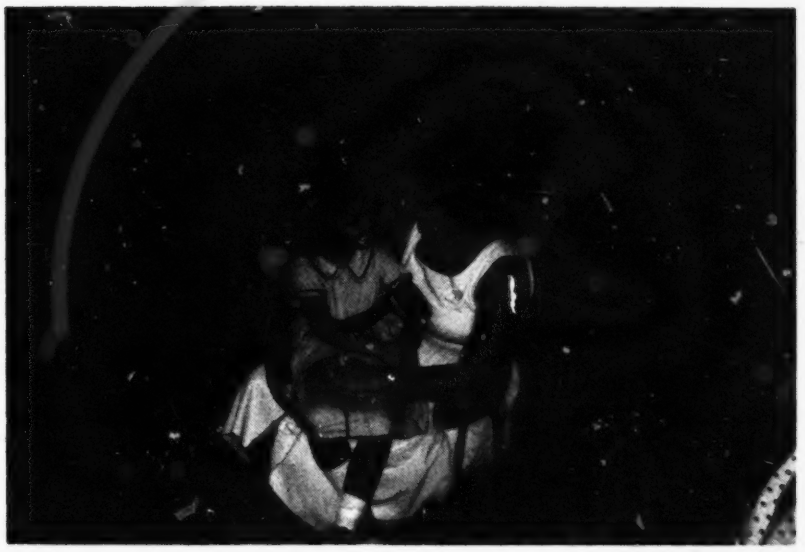
Classroom Environment. Classrooms presented rich learning environments, enabling young children to use their developmental powers to the fullest. Much of the equipment used was prepared by teachers and staff. Classroom environments were varied. Playhouses were constructed from cartons with tiny window curtains and window boxes, equipped with toy furniture, dishes, and cooking and eating utensils. Buses were also made by using large cartons, with neat rows of small chairs serving as seats. Library or story areas were separated from the rest of the room by cardboard partitions. Rugs, rocking chairs, or bright pillows were found in most classrooms. Puppet theaters were built from plywood or made from cartons and contained a variety of simple puppets. Several teachers used small plastic pools for sandboxes. A space ship large enough for two or three children was built at one center. Magnets, magnifying glasses, animals in cages, and seeds and plants were common. A cattlebarn with a life-size papier mache cow and a butter churn was present in one classroom. A papier mache elephant and a hippopotamus, large enough to hold several children, "grazed" in another room. In one classroom children played at circus under the "big top" which had been constructed from a parachute. Traffic signals and signs were anchored in cans of sand. Flannel boards were used with a great variety of materials.

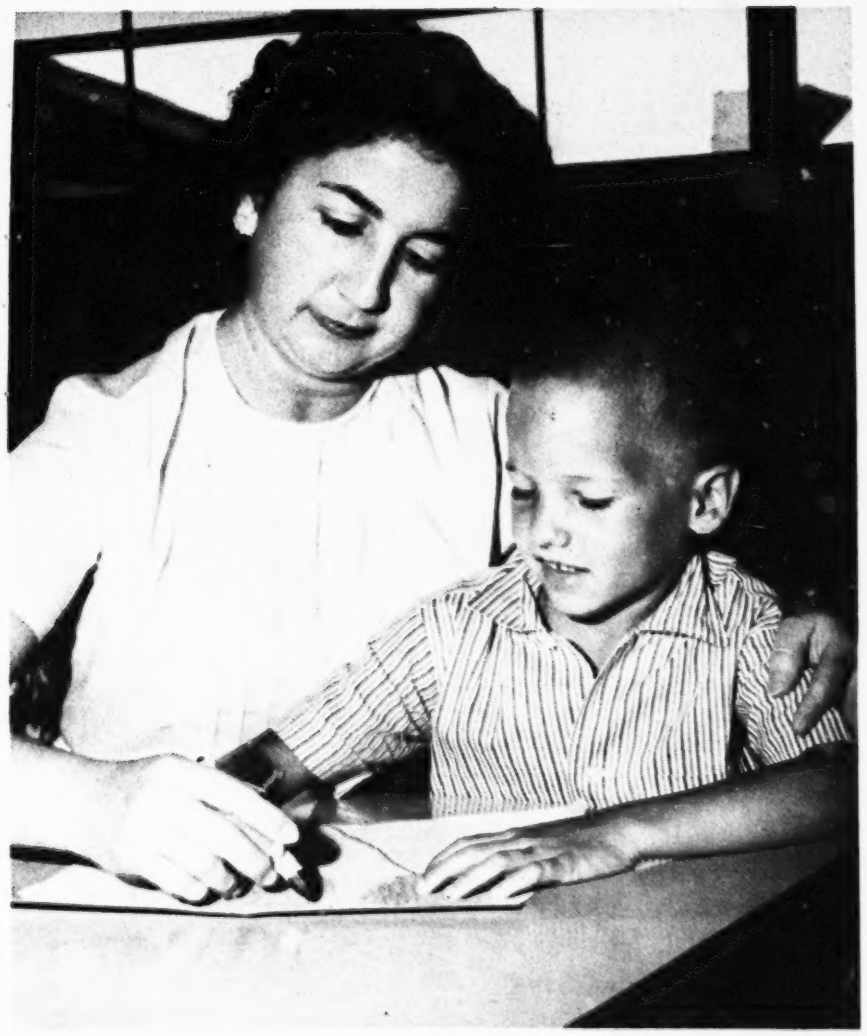
Teaching units included: citizenship, homes, home community, Arizona Indian children, Arizona Mexican children, family life, farm animals, airport, transportation, our school helpers, community helpers, and other people.

Evidence of Growth. Perhaps the greatest cause for child development was the individual attention afforded pupils by the small classes and generous staffing. As one teacher commented, "The child never had to be a failure. Everyday there was someone to go to, to let him know he was created to be a



CLASSROOM ACTIVITIES WERE CARRIED ON IN TOTAL CLASS GROUPS, IN SMALL GROUPS, AND INDIVIDUALLY. GENEROUS STAFFING PROVIDED OPPORTUNITY FOR ATTENTION TO BE GIVEN EACH CHILD FREQUENTLY. THE SHOWING OF AFFECTION TO THE CHILDREN RESULTED IN SIGNIFICANT EMOTIONAL GROWTH.





success, to let him know he was worthy of love and attention."

Gains made by youngsters in the Head Start program were exceptional. For example, one large school administers a reading readiness test to first graders to help determine placement in classes. Head Start pupils were found to be equally divided between the top and lower levels. The previous year only one-third of the pupils from the same neighborhoods were in the higher group, whereas two-thirds were in the lower.

High satisfaction with results of the program were expressed many times by the teachers and supervisors. One supervisor commented: "A pre-school program is something we have dreamed about in Arizona for a long time. Our Head Start teachers are more enthusiastic about starting a new school year than I have ever seen them."

Another stated: "The children who were in Project Head Start came smiling on the first day of school this fall rather than crying, eager for more of what they experienced last summer. They know that school is a place not only to learn, but also to enjoy."

PART II

EVALUATION

A post Head Start evaluation meeting was held at Arizona State University, attended by representatives from 20 of the 21 sponsoring organizations. Group discussions and evaluation form responses produced the following evaluations and recommendations.

I. PARENTAL INVOLVEMENT

Activities Deemed Successful

1. Informal meetings resulted in excellent parent attendance.
2. The food instructional program for parents was successful.
3. Parents, in some centers, were successfully involved in field trips and parties
4. Parents were included in weekly planning meetings; thus helped to develop the program.
5. Open house held for parents at some centers were effective in involving parents.
6. A Head Start family party was used as a culmination activity in some centers, which should bring closer joint efforts in future programs.
7. Nurses visited homes when necessary. One nurse visited each child prior to the immunization program. This presented an opportunity to explain the purpose of the program to parents and alleviated anxiety about the immunization process among the children.
8. Some parents reported "carry over at home" to the teachers.
9. Parents, in general, cooperated in health matters.
10. Parent help came from the community, but not necessarily from parents of children in the Head Start program.
11. The Social Worker provided a vital link between the home and school.
12. "Tasting" parties, planned by the nutritionist, were successful.
13. An Indian mother, a Mexican mother, and a white American demonstrated popover bread, tortillas and yeast bread to a meeting of mothers;

thus developing an attitude of sharing and an appreciation of different cultures.

14. The nurse was the liaison person between school and home, she was able to encourage parents to come to school.

15. The guidance counselor had conferences with parents of disturbed children both at school and at home.

16. Parents were invited to weekly morning meetings at one center. Representation of parents was considered good.

17. Parents were involved in a study of neighborhood homes and conditions.

18. A family unit was taught and the school families invited for a swimming party.

19. Parent orientation meetings were held prior to the beginning of the Head Start program.

20. A Mexican mother was a great help to the children who were Spanish speaking.

21. In one school, parents were invited to lunch. A special table was set for them apart from the children. The children provided entertainment.

22. One nurse arranged a Mother's Day program with emphasis on health.

23. A Mexican volunteer encouraged Mexican parents to participate in the program. She was successful.

Suggestions for Improving Parental Involvement

1. Planning must be earlier if parents are to be involved.

2. Effective parental involvement was the greatest weakness of the program.

3. A lack of parental involvement was to be expected. There were other children to care for, mothers worked in the fields, and had inadequate wearing apparel.

4. Parents should be made to feel that they are to participate, not merely partake.

5. Parent study nights were suggested to learn basic skills.

6. A night education and cultural center was proposed.

7. Classes in parent education, other than cooking, should be held.

8. A class in English, for parents, would be helpful.

9. Parents objected to questions relating to personal home life. Perhaps a review of these questions is in order.

10. Parents did not know the meanings of many words on the evaluation form. Forms should be simplified.

II. VOLUNTEER SERVICES

Activities Deemed Successful

1. The Migrant Opportunity Project sent volunteer workers to one school.

2. Older brothers and sisters were most consistent in attendance. Twelve-to-fifteen-year-olds worked very well.

3. Volunteers helped on field trips.

4. Some volunteers interpreted for non-English speaking children.

5. Some volunteers kept records and attendance.

6. A beautician offered time at one center. With the help of volunteers she curled the hair, manicured nails, and provided hair ribbons.

7. A volunteer instructed parents in selection of children's shoes.

8. Volunteers rotated among classes in one center.

9. Community helpers such as the policeman, fireman, and a veterinarian visited a center.

10. Volunteers made and collected clothing.

11. They explained the use of new toys and helped with projects.

12. Volunteers supervised outdoor play activities.

13. They provided assistance for special programs for parents.

14. They helped with medical examinations.

15. They held special language classes.

16. An eye doctor talked to children in one center.

17. Professional entertainers were involved in one program.

18. Teachers had more time to work with individuals when there were volunteers to be with the other children.

19. Ten volunteers donated forty hours to the program by working in classrooms and preparing materials.

20. The P.T.A. recruited and registered students.

21. The custodial staff of some centers built things, carried things, moved things, cleaned up and went for supplies.

Suggestions for Improving Volunteer Services

1. One volunteer in each room, should have facility in the language of the non-English speaking children.

2. Preference for volunteers on a weekly rather than daily or hourly basis was suggested. Too much confusion, resulting in insecurity of the child was evident with the continued shifting of volunteers.

3. A general orientation meeting, not a training session is needed for volunteers.

III. USE OF CONSULTANTS

Activities Deemed Successful

1. One hundred per cent screening was completed in one center.

2. Larger schools had specialists available, but smaller ones did not.

3. Treatment was arranged in many cases.

4. Speech consultant was used full time in one center.

5. Full time social workers were used in some of the centers.

6. Referral of deviant children to a psychologist made diagnosis and treatment possible early in the child's school life.

7. Early identification of emotional problems was possible by use of consultants.

8. A nutritionist from the Maricopa County Health Department was used.

9. Counselors interviewed parents and made reports.

10. In some instances, "men of the medical and dental professions said their respective associations had discouraged them from helping with the examinations".

11. The Maricopa County Health Department was very cooperative.

12. In one center, 44 of the 60 children enrolled were referred to various agencies for help.

13. The area county nurses cooperated in administration of tests.

14. In certain centers, time was volunteered by medical doctors, dentists, and optometrists.

15. The Maricopa County Dental Trailer was available and used in some centers.

16. A local area physician examined 91 children. Of these, 17 showed some pathology. Advice for follow-up was given by the nurse who visited each home.

17. The immunization of the pre-school children appears to be 100% for those centers reporting.

18. Verbal explanation of importance of immunizations by the nurses talking to parents resulted in nearly complete cooperation.

19. An interpreter was used to help in psychological testing of non-English speaking children.

20. Consultant service was available from the Maricopa County Welfare Department.

Suggestions for Improving Use of Consultants

1. Need was expressed for more consultant time, particularly dentists, speech therapists, psychologists, and social workers.

2. Nurses need more help than they had.

3. Social workers should be included on all staffs.

4. More time is needed for work with the individual families by social workers.

5. All screening should be done prior to the beginning of the program. This will leave the nurse and social worker free for consultation.

IV. NEIGHBORHOOD RESIDENTS AND TEACHER ASSISTANTS

Activities Deemed Successful

1. These workers contributed special skills such as in art, music, drama, storytelling, and games.

2. Aides collected materials, tools, equipment for special projects.

3. They lowered the ratio of children to teacher and allowed more individual attention and small group activity.

4. They helped in language learning (English).

5. They contributed ideas, some classes visited in the homes of aides.

6. Helpers arranged, planned and carried out special experiences such as field trips. They welcomed visitors to the classroom and staged parent programs.

7. Aides and assistants were chosen for interest in the program, need for work, cultural similarity of background, or because they were to be future teachers.

8. NYC workers assisted a nurse who did not speak the language of the children. Of one was said, "His attitude and rapport with the little ones was most compassionate."

9. They helped in arranging the physical environment by making interest centers, cleaning up, and repairing toys.

Suggestions for Improving Use of Classroom Aides

1. Aides could be used to bridge cultural barriers, by helping teachers to understand attitudes, feelings, and anxieties of particular children.

2. Assistants should be teacher education majors or have an interest in teaching.

3. They should not "float" from room to room.

4. There should be two paid aides. Teacher Assistants should be eliminated.

5. The teacher should have the right to assign responsibilities to the helpers on the basis of judgment, rather than on the basis of the pay scale.

6. In one case two aides were helped to productive activity by individual conferences with the director. Prior to the consultation they had held back, waiting to be told what to do.

V. COMMUNITY COOPERATION

1. There was much interest. Because the idea was so new it was the subject of much discussion and apprehension.

2. Resources were made available and used to good advantage.

3. Persons from a retirement community and community helpers offered time and were used to talk, explain, etc.

4. Teachers were invited to share the goals, outcomes, etc., with community organizations such as Rotary, Lions, and Kiwanis clubs.

5. City parks, pools, libraries, police stations, fire stations, etc., were available for trips. In some cases regulations were waived so children could take advantage at a propitious time of day. In one instance the rule regarding regulation swimming suits was lifted. Children swam in underpanties.

6. Shopping centers, airports, amusement parks, and zoos were on the list of community resources.

7. Funds were made available by service organizations in some communities.

8. Business and industry were involved as the children visited a diversion dam, a bank, a dairy, a bakery, and a crop dusting airfield.

9. A total community program involved the school board members who made facilities available, as well as the custodial staff who kept the avenue of communication open by answering the telephones and distributing mail.

10. A Chinese store owner visited a center with his daughter who had just come back from China. They shared artifacts, oral language, written language, and Chinese food with the Head Start children.

APPENDIX I

SPONSORING SCHOOL DISTRICTS AND ORGANIZATIONS

School	City	County
Arlington Elementary School District	Arlington	Maricopa
Avondale Elementary School District	Avondale	Maricopa
Basha Elementary School (Catholic Parochial)	Chandler	Maricopa
Buckeye Program (Mennonite Board of Missions and Charities)	Buckeye	Maricopa
Casa Grande Elementary School District	Casa Grande	Pinal
Coolidge Elementary School District	Coolidge	Pinal
Dysart Elementary School District		Maricopa
11 Mile Corner Accommodation School		Pinal
Eloy Elementary School District	Eloy	Pinal
Fowler Elementary School District	Phoenix	Maricopa
Gilbert Elementary School District	Gilbert	Maricopa
Glendale Elementary School District	Glendale	Maricopa
Littleton Elementary School District	Cashion	Maricopa
Mesa Elementary School District	Mesa	Maricopa
Palo Verde Elementary School District	Palo Verde	Maricopa
Peoria Elementary School District	Peoria	Maricopa
Picacho Elementary School District		Pinal
Queen Creek Elementary School District	Queen Creek	Maricopa
Rice Elementary School District	San Carlos	Gila
Sacaton Elementary School District	Sacaton	Pinal
Tempe Elementary School District	Tempe	Maricopa

APPENDIX II

SPONSORING ORGANIZATIONS, SUPERVISORS, AND NUMBER OF CLASSES AND CHILD DEVELOPMENT CENTERS

School District or Organization	Supervisor	No. of Classes	No. of CDC's
Arlington	John C. Leffue	3	2
Avondale	Ace V. Flake	8	1
Basha	John J. McMahon	8	1
Buckeye	Sidney E. Davis	3	1
Casa Grande	Henry Howe	2	1
Coolidge	Kathleen J. Merrill	2	1
Dysart	Ernest Goodwin	7	1
11 Mile Corner	Mary O'Brien, Marion Edwards	5	3
Eloy	Willard A. Alexander	4	1
Fowler	David L. Tate	2	1
Gilbert	Jasper E. Cewart	3	1
Glendale	Lillian Leonard	11	1
Littleton	Carmen Portillo	6	1
Mesa	Irma Huston	12	1
Palo Verde	Louis F. Jeslin	1	1
Peoria	Richard Craig	2	1
Picacho	Fred W. Griner	1	1
Queen Creek	Homer B. Elledge	1	1
Rice	Max Oliger	5	1
Sacaton	Mary O'Brien, Marie Smith	2	1
Tempe	Nora Gist	16	3
		104	26

APPENDIX III

CONTRIBUTORS TO REPORT

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Sidney E. Davis

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Nalma Fields

Ace V. Flake

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Several Contributors Were Not Identified